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ABSTRACT

This book investigates if there is a link between Tibetan ethnicity and education and, if so, how it functions. Research focused on the questions "Do the educational achievements of Tibetans in Tibet, India, and Switzerland differ and how can possible differences be attributed to their position as an ethnic group in these countries?" Interviews and participant observations were used to gather data. The study shows that the achievements of Tibetans in education differ in three contexts. In Tibet the rate of school enrollment is very low compared both to the rest of present China and to Tibetan exile communities. The rate of Tibetans with secondary and higher education in Tibet is extremely low while it is relatively low also in Switzerland compared to the Tibetan exile society in India. These differences can neither be explained by the cultural and social origins of the Tibetans nor the general condition of education in these countries. It could be concluded that there is a link between ethnicity and education; i.e., the ethnic context in which Tibetans are living. The outcome of education for an ethnic group largely depends on the degree of its control over the institutions of education and political power. Chapters include: (1) "Introduction"; (2) "Tibet Prior to Occupation--Education for Enlightenment"; (3) "Tibetan Refugees in India--School for Survival"; (4) "Occupied Tibet--Education for Submission"; (5) "Tibetans in Switzerland--Education for Competition"; and (6) "Conclusions--The Power over Institutions of Education." (EH)

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